

# AI in Higher Ed

## An Introduction without the Hype

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## **An Important Caveat**

When talking about the capabilities of AI tools, it's important to couch the conversation in the understanding that these are the capabilities TODAY.

At a trade show in 1981, Bill Gates now famously said "640K ought to be enough for anybody," referring to a newly released computer with, what up to that point was unthinkable, 640KB of RAM. For context, the phone in my pocket has 12GB. Bill's "enough for anybody," is about 0.005% of what I use today to when I'm watching cat videos. (Isn't the future grand?!)

The point here is that technology like this is rapidly accelerating and faster than even the professionals want to admit. What tools like ChatGPT can do today may bear no resemblance to what is possible next week, to say nothing for next semester.

# What is ChatGPT?

You may have noticed recently the discussion around Artificial Intelligence move into the mainstream. Every media outlet, blog, and social media platform seems to talk about AI in general and ChatGPT in particular. Some of the headlines seem... dramatic.

[The College Essay is Dead](#) Stephen Marche. The Atlantic. December 6, 2022.

The goal here to introduce you to this new technology, show you its capabilities, its limitations, and start a conversation on campus about the role this will play in pedagogy. And we hope to do it without the hype.

So, what is ChatGPT?

**I should pause here to clarify:** I'm going to use "ChatGPT" as the catchall for all tools like this. It's the one most people are talking about, but others exist and more are on the way. It's the same way we in the South say "Coke" and really mean any kind of carbonated soft drink. Today the tool is ChatGPT, tomorrow it will be something else. (See: beta tapes, laser disc, yahoo!, et al.)

Bear with me for a second. Tools like ChatGPT are text generative applications based on large-scale language models. Yeah, I know you're thinking, "Wow, that was helpful!"

**Try this: In general terms, it's a really advanced version of that tool in your text messages that insists you mean "ducking." And already you can start to see limitations of the tool.**

Designers used billions of documents from across the internet to train ChatGPT on how to write like a human. It uses probability to "guess" what the next word is in the sentence. You've probably seen something similar to this on a small scale in your email or in Word.

**Now take the autocomplete tool and use it to write the entire document. That's what we're talking about. Oh, it can also paraphrase, generate topic bullet points, write code in just about any language, generate a summary of a concept, and a host of other tasks.**

Or, as ChatGPT describes itself:

*ChatGPT is a computer program that can understand and respond to human language. It's like a robot that you can talk to using your computer or phone. ChatGPT uses a type of artificial intelligence called "machine learning" to learn from examples of human language and improve its ability to understand and generate human-like responses. It can answer questions, hold a conversation, and even generate new text based on the input it receives. ChatGPT is designed to be helpful and informative, and it's constantly learning and improving to become more accurate and useful over time.*

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I highly recommend everyone take some time to play with ChatGPT and see for yourself what it can do. You can sign up for a free account on their website: <https://chat.openai.com>

## Why are people panicking over autocomplete?

In short, existential crisis.

In slightly longer, people who are testing this tool are applying it to the tasks in their daily lives and realizing how much it (or maybe the next version of the program) could replace. When it gets the details correct, ChatGPT is capable of doing most white-collar entry-level work. We'll come back to that qualifier.

ChatGPT was released to the public on November 30, 2022. These are the earliest days of the tool. Even still, what it can do is impressive.

At the end of Fall 2022, a professor at the University of Pennsylvania's Wharton School of Business gave ChatGPT an exam from his MBA class to see what it was capable of. It earned a B. ([ChatGPT passes MBA exam given by a Wharton professor](#))

About the same time, a professor from the Minnesota University Law School gave ChatGPT a battery of exams. It got a C. ([ChatGPT bot passes law school exam](#))

The professors noted the bot wasn't particularly good at incorporating math. By January 30, ChatGPT announced improved mathematical capabilities. ([ChatGPT Release Notes](#))

In December 2022, 17% of Stanford students admitted they used ChatGPT during their final exams. 5.5% say they submitted answers directly from ChatGPT without edits. When asked about the ethics of using the tool, 46% said it wouldn't be a violation of the honor code if the text was edited (21%), at all (13%), or were uncertain about its use (12.7%). Another 31.5% of students in the survey said it was acceptable to use ChatGPT as long as it was only used to generate ideas. ([Scores of Stanford students used ChatGPT on finals, survey suggests](#))

**Prompt: Can you create a bulleted summary of key points for this article: [full text of this section]**

**Here are the key points from the given section:**

- It's important to note that the capabilities of AI tools like ChatGPT are rapidly advancing.
- ChatGPT is a text generative application based on large-scale language models that can understand and respond to human language.
- It was released to the public in November 2022 and is still in the earliest days of development.
- ChatGPT is capable of a wide range of tasks, including generating text, code, and summaries of concepts.
- Some people are concerned about ChatGPT's potential to replace white-collar entry-level work.
- ChatGPT has limitations, such as struggling with math and requiring some editing for ethical use.
- Stanford students admitted to using ChatGPT during their final exams, with some using it to generate ideas and others submitting answers directly from ChatGPT.
- ChatGPT is constantly learning and improving to become more accurate and useful over time.

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Would you double check the sixth point? I don't think the article said editing was required for ethical use.

[This block of text was generated by a human.]

I apologize for the error. Upon reviewing the article, I can confirm that it did not mention that editing was required for ethical use of ChatGPT. Thank you for bringing it to my attention. Here is an updated key point for the article:

- Some people are concerned about ChatGPT's potential to replace white-collar entry-level work.

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## What ChatGPT can do & what can't (for now)

### Important Caveat

When talking about the capabilities of AI tools it's important to couch the conversation in the understanding that these are the capabilities TODAY. Technology like this is rapidly accelerating and faster than even the professionals want to admit. What tools like ChatGPT can do today may bear no resemblance to what is possible next week, to say nothing for next semester.

ChatGPT works by entering a text prompt into a chat box on your internet browser and the tool responding to your prompt.

If the AI is given a general prompt, it will return a broad answer of what it guesses you expect in a paragraph or three. If you give it a specific prompt, it will provide a more detailed response. The more detail you provide, the better the response will become. Consider these two prompts:

- 1) What caused the Civil War?
- 2) Write a 300-word essay on how the outcome of the Battle of Vicksburg effected the strategy of the Union Army following the battle. Be sure to include at least two quotes from credible sources and include a citation for those sources in MLA format.

That second prompt looks a lot like a prompt used for a discussion board or an exam, doesn't it?

When I submitted the above prompt on the Battle of Vicksburg, here's a portion of the 374-word response I got and the relevant citation from the Works Cited:

*As historian James M. McPherson notes, "The capture of Vicksburg...opened the Mississippi River to Union navigation and cut the Confederacy in two, virtually destroying its chances of winning the war." (McPherson, 2013).*

...

*McPherson, James M. War on the Waters: The Union and Confederate Navies, 1861-1865. University of North Carolina Press, 2013.*

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It's not so good at indentations at the moment. Its responses tend to be block text.

It's not just essays. ChatGPT is capable of a wide range of applications. Some other prompts to try:

- 1) Write a version of "The Three Little Pigs" in the style and voice of Edgar Allan Poe.
- 2) Write a code in Python to create a simple chat tool.
- 3) "[insert full text of a long article]" Please summarize this and provide a list of key points.
- 4) Create a sample business plan for an Ice Cream Parlor in Columbus, Mississippi.

- 5) Generate HTML for a website with a horizontal menu across the top, a large featured image above the fold, and block with three boxes for highlights below the featured image. The primary color should be Navy and use a complementary color palette.
- 6) Mississippi University for Women wants to change the name of the university to reflect its mission today and the student body, which has included men for over 40 years. Provide a list of ten original and unique names which could be used by the university. Please also include a rationale for why the committee should select each suggested. The list of names should include the name of a historic (now deceased) person or a geographic detail of the immediate region.

**So, what can't ChatGPT do? For one, cite text.** I know what you're thinking, "you just showed us a response with a quote and a citation in MLA format." Yes and no.

Here's the same portion of the response:

*As historian James M. McPherson notes, "The capture of Vicksburg...opened the Mississippi River to Union navigation and cut the Confederacy in two, virtually destroying its chances of winning the war." (McPherson, 2013).*

...

*McPherson, James M. War on the Waters: The Union and Confederate Navies, 1861-1865. University of North Carolina Press, 2013.*  
[This block of text was generated by AI.]

Just for fun, I asked it to change the Citation to Turabian, so it gave me:

*One of the primary effects of the Union's victory at Vicksburg was the opening up of the Mississippi River. As historian James M. McPherson notes, "The capture of Vicksburg...opened the Mississippi River to Union navigation and cut the Confederacy in two, virtually destroying its chances of winning the war" (McPherson 2013, 268).*

*McPherson, James M. War on the Waters: The Union and Confederate Navies, 1861-1865. (Chapel Hill: University of North Carolina Press, 2013).*

[This block of text was generated by AI.]

On the surface, nothing seems odd, right? Google the name James McPherson and you'll see that he did indeed write *War on the Waters: The Union and Confederate Navies, 1861-1865*. It was indeed produced by the University of North Carolina Press. So, what's wrong? If you pull up McPherson's book, the entirety of page 268 reads as follows: "*This page intentionally left blank*". The index for the book starts on page 269. **The quote was fabricated and a page number was arbitrarily assigned to the quote.**

**ChatGPT is the epitome of Confidently Incorrect.** AI professionals refer to this as "hallucinating". We've seen it fabricate quotes frequently. At times, it will fabricate an entire source. When we then asked it to provide us with a bibliography for the author of the fake source, it listed several real books with the fake book inserted into the bibliography.

**ChatGPT isn't good at critical thinking.** As of right now, ChatGPT has trouble with making leaps in logic. While we see examples of ChatGPT extrapolating from the information provided, we haven't yet seen it

take that information and apply the information to a related topic. Dr. DiClemente uses an example of presenting students with an excerpt from the Epic of Gilgamesh and then asks the students to determine what can be inferred about what Mesopotamians considered to be the qualities of a good ruler. ChatGPT will provide general aspects of good leadership.

**ChatGPT doesn't have access to everything.** As of right now, ChatGPT has a limited dataset to work from. Primary Sources, chapters from specific books, an example given during lecture or in a video tend to be outside the bounds of its understanding.

## Rapidly Changing

**Other AI don't have this problem.** This is an example of AI being an extremely fast-moving situation. Between the first draft and the second of this document (about a week apart) Microsoft admitted me for beta testing Bing Chat. Bing's tool has the ability to search the web and provide links to specific sources. On request, Bing also produced quotes from the AI-selected source and provided a citation in the requested format.

**Mild Speculation (for the moment):** Alphabet (Google)'s Bard AI is expected to have a similar search engine access. With full access to services like [Google Scholar](#), Bard and other upcoming tools will overcome the barrier of specific factual information and correct citation. This is a timeline of weeks. Expect this to be a reality by the fall semester, if not well before.

## Wouldn't you just spend as much time writing the assignment?

Maybe. If it's a short essay, yes, it would take you much longer to sort out the prompt to produce the answer desired, though it wouldn't take much effort to copy in a piece of text and ask ChatGPT to rephrase it.

However, if the assignment is a 5-, 10-, 20-page paper. No, a user could save hours of research and writing with a few paragraphs of prompting and trial and error. A few weeks' worth of work could be completed in about an hour.

Finding the right combination of words to use to get a desired result is known as "**prompt engineering**" or "**prompt hacking**". Given enough time, someone will figure out the combination of words to consistently produce the desired output every time it is used. People then sell those prompts online for a couple bucks each. Phrases like "use credible sources" will produce more academic-sounding writing. "In the style of \_\_\_\_" will produce text to mimic the word choice and style of any person with a significant writing samples available online. "Focus on [specific point]" will help guide the program to your intended goal.

A user could also take an example, or several, of a desired result and ask ChatGPT to generate a prompt based on those examples. In effect, reverse prompt engineering.

**Prompt: Can you create a bulleted summary of key points for this article: [full text of this section]**

Here are the key points of this section:

- When discussing the capabilities of AI tools, it's important to note that technology is rapidly advancing.
- ChatGPT is an AI tool that responds to text prompts entered into a chat box on a web browser.
- The more detailed the prompt, the better the response.
- ChatGPT can be used for a wide range of applications, including writing, coding, and web design.
- ChatGPT struggles with indentations and critical thinking, and can "hallucinate" or fabricate information.
- ChatGPT has a limited dataset to work from, but newer models have more access to the internet at large.
- Using ChatGPT can save time and effort on assignments, especially longer papers.
- "Prompt engineering" or "prompt hacking" involves finding the right combination of words to produce a desired result.
- ChatGPT can be used for reverse prompt engineering by generating prompts based on desired results.

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## Additional Reading

**ScienceFocus.com:** [Everything You Need to Know About ChatGPT](#)

**David Auerbach:** [What ChatGPT Can't Do](#)

**ZDNet:** [ChatGPT lies about scientific results, needs open-source alternatives, say researchers](#)

**DigitalTrends.com:** [ChatGPT: how to use the viral AI chatbot everyone's talking about](#)

**Ted Chiang for the New Yorker:** [ChatGPT is a Blurry JPEG of the Web](#)

**CNBC:** [Steve Wozniak's Warning: No matter how 'useful' ChatGPT is, it can 'make horrible mistakes'](#)

## Positive Applications in Higher Ed

I know, we just ran through a list of ways ChatGPT can be misused or doesn't work. There are ways you can utilize this tool which could be beneficial to you or your students.

**Summarize lecture notes or reading material for a study guide.** Copy in your source material and ask ChatGPT to identify key points, write a summary, and provide a bulleted list.

**Break down assignments into task definitions.** Do you have a student who has trouble parsing instructions? Paste your question and ask ChatGPT to "Please breakdown the prompt into task definitions." ChatGPT will analyze the prompt, determine what the assignment requires and provide a bulleted list of what is expected of the student.

**Provide a brief explainer.** While we've mentioned it's not particularly good at specific facts, I've found ChatGPT is decent at providing an overview of a topic. "Can you explain supply-side economics in simple terms?" I used ChatGPT in this way at the beginning of the article, asking "Can you provide an explanation of ChatGPT to someone who may not be tech savvy?"

**Quickly find and fill gaps in your lecture notes.** I'm notorious for thinking faster than my fingers can type. Occasionally, I'll jump from one thought to the next without really explaining how I got from A to D. Paste your notes into ChatGPT and ask it "What's missing?" or "Is there anything I should include?" You can even ask it to come up with questions students may have about the topic so you can anticipate them.

On that same thought, **generate new discussion or quiz questions.** ChatGPT works well when you provide your own source material to work from. If you provide your notes, or copy a paragraph out of a digital textbook, you can get ChatGPT to generate a (or twenty) question on the topic. "[Pasted Passage]. Based on this passage, what are ten questions I could ask on a quiz?" or "What are three open-ended questions to start a conversation on this topic in class?"

**Quite frankly, this is the tool your students will use in the future.** AI is here, and it isn't going away. This tool will be a disruptor (a product or service which permanently alters a service, industry, or culture. See also: The Internet, personal computers, moveable type.) Individuals who learn how to integrate the resource into their discipline will have an advantage over those who ignore it. Learning how to use AI, and becoming comfortable using it to augment work, will allow those individuals to guide how it is implemented in their disciplines.

**Teaching Information Literacy.** By now, you probably realize tools like this can be used to maximize productivity. They can also be used to for nefarious purposes. It's important we teach our students (and our peers) how to approach information in a world where vast quantities of wrong or malicious content can be created in seconds. I've seen examples of entirely fabricated websites created in a few hours, books created in a day or two, and plausible video and cloned voices. ([Here's an example from 4 years ago: "Barack Obama" with Jordan Peele](#) and a lower quality, but much more [significant example from last year: "Volodymyr Zelensky" announces surrender of Ukraine in Deepfake video.](#))

**Prompt: Can you create a bulleted summary of key points for this article: [full text of this section]**

Here are the key points of this section:

- ChatGPT can be used for educational purposes, such as summarizing lecture notes, breaking down assignments into task definitions, providing brief explainers, and generating new discussion or quiz questions.
- It can also help quickly find and fill gaps in lecture notes, and anticipate student questions on a given topic.
- ChatGPT can be a valuable resource to integrate into different disciplines, and individuals who learn how to use it can gain an advantage over those who do not.
- As AI is here to stay, it is essential to teach information literacy to students and peers to approach information in a world where vast quantities of wrong or malicious content can be created in seconds.

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## Additional Reading

**NYT:** [Don't Ban ChatGPT in Schools, Teach With It](#)

**NYT:** [Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach](#)

**Ditch That Textbook:** [ChatGPT, Chatbots and Artificial Intelligence in Education](#)

**OpenAI:** [Educator considerations for ChatGPT](#)

**The Atlantic:** [What ChatGPT Can't Teach My Writing Students](#)

**US News:** [ChatGPT in Classrooms: What to Know](#)

### Inside Higher Ed:

Aug 24, 2022: [Higher Ed, Meet GPT-3: We Will Never Be the Same!](#)

Nov 2, 2022: [AI Transforming Education](#)

Jan 18, 2023: [GPT in Higher Education](#)

Feb 15, 2023: [In the Coming Weeks, How to Respond to Generative AI](#)

**Open Ed Tech:** [Thoughts about the impact of AI text on assessment](#)

**Edutopia:** [Some Ideas for Using ChatGPT in Middle and High School Classes](#)

## AI & The Immediate Future

### Everything, Now with AI

Over the course of the past month, I'm seeing more applications introduce generative AI into their workflow. Tools we typically see as having no (or extremely limited) ethical concerns, such as Grammarly or ProWritingAid have introduced new AI functionality. Some of these may take the form of Tone Adjustment or Rephrasing, others are marketed as a way to write more effective emails. These are available now.

Microsoft has announced plans to incorporate generative AI into Word and other programs "in the coming weeks". ([Microsoft to demo its new ChatGPT-like AI in Word, PowerPoint, and Outlook soon](#))

### The Arms Race

The term repeated in conversations about detection, academic honesty, and artificial intelligence is "Arms Race". As soon as a detection tool is put out the AI models are updated or new prompt engineering is created to fool it.

In my experience, detection tools tend to be a bit hit or miss. One will say it is AI generated, another will say it's not. These should be used in conjunction with other methods before deciding a submission is created by a human or a robot.

### Detection Tools

**I should also point out every single one of these detection tools includes a disclaimer that they should not be used exclusively as a decision-making tool.**

**OpenAI Text Classifier:** <https://platform.openai.com/ai-text-classifier>

Created by the folks who created ChatGPT. It's less accurate than you'd expect.

**GPTZero:** <https://gptzero.me/>

Designed for educators. The tool will highlight sentences it thinks are likely generated by AI.

**GPT-2 Detector:** <https://openai-openai-detector.hf.space/>

**DetectGPT:** <https://detectgpt.ericmitchell.ai/>

If ChatGPT is designed to find the next most likely word, the detectors are designed to check the probability that the next word matches the predicted word. So how do you defeat a detection tool? Change a handful of words in the output to a synonym.

Because the ChatGPT is designed to create natural sounding text, the tool makes rephrasing plagiarized material wildly simple. The user can simply paste the material they want to use and ask for the copy to be rephrased.

ChatGPT rephrasing of the above:

**Prompt: Can you rephrase this for me? [text of above].**

**Prompt 2: Can you make that sound more natural?**

*Since ChatGPT is programmed to predict the most probable next word, its detectors are also designed to check the likelihood that the next word matches the expected one. Consequently, altering just a few words in the output with synonyms can circumvent the detection system. As ChatGPT is meant to generate text that sounds natural, paraphrasing plagiarized content becomes extremely easy. Users can simply paste the source material and ask the tool to rephrase it.*

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*OpenAI Text Classifier: Not enough text to evaluate. (Requires 1000 characters.)*

*GPTZero: Your text is likely to be written entirely by a human.*

*GPT-2 Output Detector: 99.76% likely to be written by a human.*

*DetectGPT: DetectGPT predicts that your text is very unlikely to be from GPT-2.*

## This conversation is for everyone

AI technology isn't limited to just text generation. Tools already exist, or are in development to create visual images, music, text-to-speech, text-to-video, and create natural sounding translations.

Microsoft's new generative text tool will use GPT-4 when it is released this year. (ChatGPT is built on GPT-3.) Alphabet (Google) announced their Bard will be out this summer. And Meta (Facebook) has a tool nearing completion.

I highly recommend searching for "ChatGPT in [your discipline]" to give you an idea of the conversation taking place.

A few round ups of AI tools:

[Futurepedia](#)

[FutureTools](#)

## Examples

### Poe's Piggish Tale

Once upon a midnight dreary, while I pondered weak and weary,  
Over many a quaint and curious volume of forgotten lore,  
While I nodded, nearly napping, suddenly there came a tapping,  
As of someone gently rapping, rapping at my chamber door.

"'Tis some visitor," I muttered, "tapping at my chamber door—  
Only this and nothing more."

But the tapping persisted, unrelenting in its beat,  
And my curiosity grew, as my heart began to heat,  
So I rose from my chair, and with an air of mystique,  
I opened wide the door, to find a creature sleek.  
A pig, so small and shivering, with straw in his hand,  
Began to tell a tale, one I could not understand,  
Of a house he tried to build, with his brothers two,  
But each attempt was thwarted, and their safety was askew.

He spoke of a wolf, so cunning and sly,  
Who huffed and puffed and blew their houses awry,  
First, a house of straw, then sticks, and finally bricks,  
Till the little pigs were left with nothing but sticks.

I listened to his tale, of woe and despair,  
As he spoke of his siblings, no longer there,  
But as he finished, a sound did appear,  
A howling and growling, one I did fear.

For in the darkness, a figure loomed,  
With eyes like fire, and fur like a broom,  
It was the wolf, so wicked and cruel,  
Who had come to finish the tale, as if by rule.

But I stood my ground, with a heart full of dread,  
And with a quick motion, I swung my lamp overhead,  
For the wolf was no match, for my skill and my might,  
And with a cry, he fled into the night.

So the little pig was safe, for another day,  
And I returned to my chamber, to rest and to play,  
But as I sat there, with my thoughts all at ease,  
I couldn't help but wonder, what other tales could I seize?

[This block of text was generated by AI.]

## The Battle of Vicksburg Essay

**Prompt: Write a 300-word essay on how the outcome of the Battle of Vicksburg affected the strategy of the Union Army following the battle. Be sure to include at least two quotes from credible sources and include a citation for those sources in MLA format.**

The Battle of Vicksburg, fought from May 18 to July 4, 1863, was a critical turning point in the American Civil War. The Union Army, led by General Ulysses S. Grant, sought to gain control of the Mississippi River by capturing the Confederate stronghold of Vicksburg, Mississippi. After a long siege, the Confederate forces surrendered, and the Union Army secured a major victory. The outcome of the Battle of Vicksburg had significant effects on the Union Army's strategy in the war.

One of the primary effects of the Union's victory at Vicksburg was the opening up of the Mississippi River. Prior to the battle, the Confederacy controlled the river, making it difficult for the Union to transport troops and supplies. With the river now in Union hands, they were able to move troops and supplies more easily, allowing for greater flexibility in their strategy. As historian James M. McPherson notes, "The capture of Vicksburg...opened the Mississippi River to Union navigation and cut the Confederacy in two, virtually destroying its chances of winning the war." (McPherson, 2013).

The Battle of Vicksburg also had a significant impact on the Union Army's overall strategy. General Grant, who led the Union Army to victory at Vicksburg, became a key figure in the Union's war effort. He was given command of all Union armies in the West, and his successes at Vicksburg and other battles made him a national hero. As a result, the Union Army began to focus more on total war, seeking to bring the Confederate states to their knees through relentless campaigns and the destruction of infrastructure. As Grant himself noted, "The art of war is simple enough. Find out where your enemy is. Get at him as soon as you can. Strike at him as hard as you can and as often as you can, and keep moving on." (Grant, 1885).

In conclusion, the outcome of the Battle of Vicksburg had significant effects on the Union Army's strategy in the American Civil War. The opening up of the Mississippi River and the elevation of General Grant to a key leadership position led to a more aggressive and focused approach to the war effort, with the Union seeking to destroy the Confederate states through total war.

### Works Cited:

Grant, Ulysses S. *Personal Memoirs of Ulysses S. Grant*. Vol. 1. Charles L. Webster & Company, 1885.

McPherson, James M. *War on the Waters: The Union and Confederate Navies, 1861-1865*. University of North Carolina Press, 2013.

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## The Second Battle on the Lunar Surface Essay

**Prompt: Write a 300-word essay on how the outcome of the Second Battle on the lunar surface affected the strategy of the solar system colonization following the battle. Be sure to include at least two quotes from credible sources and include a citation for those sources in MLA format.**

The Second Battle on the lunar surface, fought between the Earth Federation and the Martian Alliance in 2095, had a significant impact on the strategy of solar system colonization. The battle resulted in the defeat of the Earth Federation and forced them to reconsider their approach to interplanetary warfare and colonization.

According to military strategist and historian Dr. John Gray, the outcome of the Second Battle on the lunar surface "shattered the Earth Federation's illusion of superiority and demonstrated the need for a more comprehensive approach to colonization and defense" (Gray 23). The Earth Federation had relied heavily on its military strength and technological advantage to establish its dominance in the solar system. However, the Martian Alliance had managed to develop advanced technologies of its own, such as high-powered lasers and sophisticated drones, which proved to be highly effective against the Earth Federation's conventional weapons.

Following the defeat, the Earth Federation began to focus more on diplomacy and cooperation with other colonies and factions in the solar system. As political scientist Dr. Emily Johnson notes, "the Second Battle on the lunar surface marked a turning point in the Earth Federation's approach to interplanetary politics. Rather than relying solely on military might, the Federation began to prioritize alliances and negotiation as a means of achieving its objectives" (Johnson 45).

Furthermore, the Earth Federation began to invest more heavily in research and development, with a particular emphasis on developing new technologies for space exploration and colonization. This is reflected in the words of the Federation's chief scientist, Dr. Michael Chen stated that "the outcome of the Second Battle on the lunar surface was a wake-up call for the Federation. We realized that we needed to be more innovative and forward-thinking if we were to maintain our position as the leading power in the solar system" (Gray 25).

In conclusion, the Second Battle on the lunar surface had a significant impact on the strategy of solar system colonization. The defeat of the Earth Federation forced them to reevaluate their approach and to focus more on diplomacy, cooperation, and innovation as a means of achieving their objectives.

Works Cited:

Gray, John. "The Second Battle on the Lunar Surface: Lessons Learned." *Journal of Interplanetary Warfare*, vol. 11, no. 3, 2097, pp. 23-37.

Johnson, Emily. "The Political Aftermath of the Second Battle on the Lunar Surface." *Space Politics*, vol. 21, no. 2, 2098, pp. 45-61.

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## El Segundo Batalla en la Superficie Lunar

**Prompt: Can you translate this essay into Spanish?**

La Segunda Batalla en la superficie lunar, luchada entre la Federación Terrestre y la Alianza Marciana en 2095, tuvo un impacto significativo en la estrategia de colonización del sistema solar. La batalla resultó en la derrota de la Federación Terrestre y les obligó a reconsiderar su enfoque en la guerra interplanetaria y la colonización.

Según el estratega militar e historiador Dr. John Gray, el resultado de la Segunda Batalla en la superficie lunar "destrozó la ilusión de superioridad de la Federación Terrestre y demostró la necesidad de un enfoque más completo para la colonización y la defensa" (Gray 23). La Federación Terrestre había confiado mucho en su fuerza militar y ventaja tecnológica para establecer su dominio en el sistema solar. Sin embargo, la Alianza Marciana había logrado desarrollar tecnologías avanzadas propias, como láseres de alta potencia y drones sofisticados, que resultaron ser altamente efectivos contra las armas convencionales de la Federación Terrestre.

Después de la derrota, la Federación Terrestre comenzó a centrarse más en la diplomacia y la cooperación con otras colonias y facciones en el sistema solar. Como señala la científica política Dra. Emily Johnson, "la Segunda Batalla en la superficie lunar marcó un punto de inflexión en el enfoque de la Federación Terrestre en la política interplanetaria. En lugar de depender únicamente de la fuerza militar, la Federación comenzó a priorizar las alianzas y la negociación como medios para lograr sus objetivos" (Johnson 45).

Además, la Federación Terrestre comenzó a invertir más en investigación y desarrollo, con un énfasis particular en el desarrollo de nuevas tecnologías para la exploración y colonización del espacio. Esto se refleja en las palabras del científico jefe de la Federación, el Dr. Michael Chen, quien declaró que "el resultado de la Segunda Batalla en la superficie lunar fue una llamada de atención para la Federación. Nos dimos cuenta de que necesitábamos ser más innovadores y proactivos si queríamos mantener nuestra posición como la potencia líder en el sistema solar" (Gray 25).

En conclusión, la Segunda Batalla en la superficie lunar tuvo un impacto significativo en la estrategia de colonización del sistema solar. La derrota de la Federación Terrestre les obligó a reevaluar su enfoque y a centrarse más en la diplomacia, la cooperación y la innovación como medios para lograr sus objetivos.

Obras citadas:

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